Student Success Council

Meeting Notes

NAME OF COUNCIL/TEAM: Student Success Council			
OBJECTIVE OF MEETING: Hear update from DI-API group; discuss AB 705 impacts on departments			
DATE: 11/17/2020 **TIME:** 1:00pm		**LOCATION/ROOM #:** Zoom **CALL-IN NUMBER:**https://cccconfer.zoom.us/j/97368213245 **CALL-IN CODE:**	
FACILITATOR(S): Frank Kobayashi, Sarah Lehmann			
TIMEKEEPER:			
ASSISTANT: Beth Madigan			
MEMBERS PRESENT: Roderic Agbunag, Nimo Ali, Sharon Gott, Carina Hoffpauir, Adam Karp, Frank Kobayashi, Sarah Lehmann, Adam Windham, Afsaneh Aflaki, Vicki Alonso, Susan Andre, Raquel Arata, Pamela Chao, Arthur Jenkins, Jennifer Laflam, Beth Madigan, Jeff Stephenson,			
SUPPORTING RESOURCES (ITEMS READ IN PREPARATION FOR AND/OR BROUGHT TO MEETING):			
UPDATES AND BRIEF REPORTS:			
Topic	**Person(s) Responsible**	**Notes**	
Check in: What is one of your favorite family recipes?	Sarah Lehmann	Check in completed.	
Actionable Equity Series in Spring 2021	Jen Laflam, Pam Chao	Actionable Equity Series in Spring 2021 is designed for faculty leaders of all types. It is comprised of four 2-hour sessions with 3 cohorts to provide training to members of all Councils, Project Teams, Academic Senate and other governance structures. Classified sessions are currently in progress.	
ACTION ITEMS:			
Question	**Person(s) Responsible**	**Notes and Decision(s)**	**Next Steps**
Approve notes from 11/3/20 meeting	Sarah Lehmann	0	Approved by consensus with no changes.
DISCUSSION ITEMS:			
Question	**Person(s) Responsible**	**Notes and Next Steps**	
AB 705 Follow-up discussion. What have been the cascading impacts of AB 705 on other departments at the College? How can we address any concerns?	Sarah Lehmann	Guests from the math, English and English as Second Language (ESL) departments gave input as to the impacts of AB705 on their departments. Math is developing a Math 300 class for the Math Learning Center to start in the Spring as demand increased. The co-requisite model issues include "petition limbo" and repeatability concerns and co-requisite support classes offer no wait lists to know whether to add more classes. ESL has fully implemented the AB705 curriculum, is fully online in this remote working environment, and has designed and implemented their own assessment process. ESL students have 3 years to complete instead of 1 year for native speakers. ESL would like to offer "achievement certificates." English reports decreasing GPA from 3.5 to 2.6 for 300 classes will be impactful to students is inconclusive with strong opinions on both sides. Other departments did not have the advantage of preparing for consequences of AB705 such as psychology where no support courses are offered and the department has their own entry level transfer statistic course. Concerns were raised about the success rate of repeating a transfer level course.	

Hear from the DI-API Project Team on how their work has been progressing and any preliminary findings they wish to share. Do the team leads have any questions or feedback requests for the Council?	Frank Kobayashi & Sarah Lehmann	DI-API Project Team started early this semester with 15 - 18 members including faculty, classified, managers, team leaders, students and temporary classified staff. Steps included viewing the work in a broad context, receiving equity training, developing a conceptual framework by researching current efforts such as PRISE at ARC and the Full Circle Project at Sacramento State, and identifying data sources. Data from Disproportionate Impact Surveys reflect an ongoing need to continue to disaggregate date, especially of Asian subgroups. A Climate Survey sent to 5,300 ARC students with 480 respondents indicated that Pacific Islanders and their subgroups are most challenged with completion of classes and retention. Focus groups is the next step to identify specifics. A survey of 3.900 students of Asian, Filipino and Pacific Islander revealed the following statistics: one-third are first generation; 63% are from low-income or below poverty level income; a majority intend to transfer to a 4-year university; 30% are new or transfer students; and 50% are returning or continuing students. Deliverables; 3 of 6 sections are completed or in progress. Early Findings: best practice strategy may result from PRISE activities such as Falafonos which provide an opportunity to build community, communication and relationships that offer stability, affinity, increased self worth and leadership skills. February 2021 is targeted date for completion of draft Report.

ITEMS FOR FUTURE CONSIDERATION:

Topic	**Contact Person**